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The Impact of Educational Videos on Kindergarten Learner's Literacy Performance

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Abstract: This study investigated the impact of educational video integration on the literacy performance of kindergarten learners. A descriptive–correlational research design was employed to determine the extent of educational video integration in literacy instruction, the level of literacy development of learners, the challenges encountered by teachers, and the relationship between video integration and literacy outcomes. The respondents were kindergarten teachers from Ibo Elementary School, Lapu-Lapu City, Cebu, during the School Year 2025–2026. A total enumeration method using quota sampling was utilized. Data were gathered through a researcher-adapted questionnaire based on Creswell and Creswell (2018). Statistical treatment included descriptive statistics (frequency, percentage, weighted mean, and standard deviation) and Pearson's product–moment correlation for inferential analysis. Findings revealed that the respondents were adequately qualified and experienced, demonstrated a high level of educational video integration, and employed visual and technology-assisted teaching strategies. Kindergarten learners exhibited a high level of literacy development in letter recognition, vocabulary acquisition, listening comprehension, and alignment with curriculum standards. Teachers encountered challenges related to technological resources, internet connectivity, time constraints, and professional training. A strong positive and statistically significant relationship was found between educational video integration and literacy development. The study concluded that educational videos significantly enhance the literacy performance of kindergarten learners. It is therefore recommended that schools implement a phased multimedia-based literacy action plan, strengthen teacher training, improve technological support, and encourage parental involvement to further enhance early literacy instruction.

Keywords: Kindergarten learners, literacy skills, educational videos, multimedia- based instruction, early childhood education.

Chapter 1

THE PROBLEM AND ITS SCOPE INTRODUCTION

Rationale of the Study

Educational videos are very important for how our students learn, especially for the current generation that can easily get to them. These videos are a dynamic and interactive resource that makes traditional teaching methods better by catering to different learning styles and helping students remember what they learn. Because they are easy to get to, learners can go deeper into topics at their own pace and review material as needed. This makes educational videos a powerful tool for promoting effective and inclusive learning. Today, educational videos are a big part of how our students learn, especially for the current generation that can easily get to these resources. Many schools around the world don't have enough important technology, like smart boards, reliable internet, and other tools that are needed for video-based learning to work well. This makes it hard for them to find the resources they need (Romero-Tena et al. 2025). Many teachers don't know enough about digital pedagogy and how to use videos in the classroom, and making or changing educational videos can take more time and skill than teachers have some teachers are also reluctant

or have negative views about using technology in early school settings, which could make it harder to use. To make sure that instructional videos work well with both play- based learning and direct instruction, careful planning is needed to find a balance between the two (Romero-Tena et al., 2025). The effective utilization of multimedia technologies can facilitate the acquisition of reading and writing skills in an engaging and interactive manner. For instance, digital storybooks can assist children in the acquisition of reading skills and comprehension of the material they read, while games and animations can facilitate the comprehension of abstract concepts. These resources are crucial for the development and education of children (Beluso, 2025). However, As multimedia technologies are interactive and employ multiple modes, they can be employed to instruct students with varying learning styles, including auditory, visual, and kinesthetic learners. This implies that the training of each pupil can be customized to meet their specific requirements. Thus, Research suggests that the presentation of information in dynamic and visually appealing formats by such technologies enhances motivation, engagement, and retention (Mayer, 2024). Although multimedia tools can be beneficial, there are certain challenges associated with their implementation in kindergarten classrooms. Teachers typically lack the time to acquire and implement new technology due to their other obligations. Another significant challenge is ensuring that audiovisual aids are consistent with the objectives of the learning process. This is a significant number of digital materials do not adhere to the curriculum or the learning objectives for the specific age group (Hamutoglu, 2021). It is also stated that the inadequacy of resources and technology can impede their effective utilization, causing individuals to express concerns regarding the equity of obtaining a quality education (Caridah et al., 2024). Multimedia is a method of instructing reading and writing skills using images, words, videos, audio, and animations (Zhang et al., 2022).

These tools are now an essential component of contemporary early childhood education, as they assist educators in creating classrooms that are inclusive and engaging for all students. The utilization of multimedia technologies in the classroom has been shown to improve literacy outcomes by enhancing phonology, vocabulary, comprehension, and other fundamental skills. The speaking and listening abilities of early childhood learners were evaluated using animated videos, (Fauzi, Pamungkas, Hayati, and Christianti, 2024). In their quasi-experimental study, they found that animated video-based learning significantly enhanced the motivation, vocabulary acquisition, attention, and memory of children, all of which are essential components of early literacy development. The students' concentration was maintained by the sound and animation in these films, which facilitated the comprehension of complex concepts. This enabled children to acquire reading skills at their own pace. These findings corroborate research that suggests animated films can assist children in word recognition and comprehension by offering a variety of stimuli that are tailored to different learning styles (Khalidiyah, 2023; Yetti, 2024). Additionally, children who watch animated films develop a passion for learning and the ability to express themselves, both of which contribute to their reading proficiency (Herlina, 2023).

More kindergarten teachers are embracing multimedia resources like instructional DVDs to teach reading and writing. However, they still have issues, such as not having enough time, training, or technology. Feliciano (2023). Some schools in the Philippines still have pupils who aren't as skilled at reading as they should be (Sibulo, 2025), but audio-visual aids might assist kindergarteners in reading better. Kids in kindergarten may stay motivated and learn better if they use technology like computers, TVs, and educational movies. Not much research has been done on whether these technologies in the Philippines make it easier to employ traditional teaching techniques or actually help kids read and write better (Adaya, Boquila, Jerusalem, & Kilat, 2025).

The current educational landscape in Cebu Province and the wider Central Visayas region highlights the increasing role of digital media—particularly YouTube-based educational videos—in supporting early childhood English language development. The growing availability of mobile devices, combined with intermittent internet access in many Cebuano households, has positioned video- based learning as a widely used supplementary educational resource, especially for young learners who benefit from visual and auditory modes of instruction.

A study conducted in Toledo City, Cebu, involving parents of preschool- aged children reported generally positive perceptions regarding the use of YouTube educational videos to support children's English vocabulary development, grammatical awareness, and overall language exposure (Kilag, Malbas, Arcillo, & Barcena, 2023). These findings are particularly relevant in the Cebuano context, where home-based language exposure varies due to differences in socioeconomic status, parental English proficiency, and access to formal learning materials. In this regard, educational videos may function as complementary resources that extend literacy exposure beyond traditional classroom settings. Research conducted in remote and blended learning contexts in Cebu further supports the pedagogical value of multimedia integration. Studies examining video-text instructional approaches in distance education settings reported improvements in reading comprehension among older learners, indicating that well-designed mixed-media strategies can enhance engagement and understanding (Trocio et al., 2025). Although these investigations focused on higher grade levels, the findings offer relevant instructional insights for kindergarten literacy instruction under the MATATAG curriculum, which emphasizes foundational literacy skills and learner-centered pedagogies.

Consistent with these findings, educational videos have been associated with increased learner engagement and support for early literacy skills such as vocabulary development, phonemic awareness, and basic comprehension. These outcomes are particularly pertinent in the Cebuano setting, where many young learners are multilingual and are exposed to Cebuano, Filipino, and English. The instructional potential of video-based materials is often attributed to their multimodal characteristics, which may accommodate diverse learning preferences and support self-paced learning, thereby fostering motivation and sustained attention.

Despite these potential benefits, recent literature has identified ongoing concerns regarding the quality, cultural relevance, and accessibility of educational videos, particularly in resource-constrained public school settings (Christensen et al., 2024). Limited technological infrastructure, inconsistent internet connectivity, and varying levels of teacher digital competence continue to pose challenges to the effective integration of video-based instruction. Consequently, educators frequently employ a combination of play-based and direct instructional approaches to address these contextual constraints.

Recent local research in Cebu Province further underscores the role of technology and multimedia in early literacy development. Quasi-experimental studies involving preschool learners demonstrated that digital play-based tools can support foundational literacy skills, including alphabet recognition and early reading outcomes, when integrated with traditional instructional methods (Avenido et al., 2025; Getuaban, 2025). Additionally, mixed-media reading interventions combining video and text have been shown to enhance reading comprehension among older learners in rural Cebu settings, suggesting that multimedia approaches may be applicable across various educational levels when appropriately adapted (Trocio et al., 2025).

Given these findings, there is an increasing need for context-responsive strategies that promote the development and use of culturally relevant, high-quality multimedia resources aligned with local languages, learner experiences, and curriculum standards. Stakeholders, including educators, school administrators, parents, and policymakers, may utilize this evidence to strengthen professional development initiatives aimed at improving teachers' digital pedagogy competencies and optimizing the instructional use of video-based materials in early literacy education. Future research in Cebu Province may focus on examining the long-term effects of video-based literacy interventions among kindergarten learners and identifying effective teacher training models that address technological and contextual limitations. Such investigations would contribute valuable local evidence to inform policy and instructional practices under the MATATAG curriculum, particularly in linguistically and culturally diverse educational environments (Romero-Tena et al., 2025; Christensen et al., 2024). The integration of educational videos as supplementary tools for early literacy instruction, while emphasizing the need for further context-specific research to guide effective implementation under the MATATAG curriculum. Optimize the beneficial effects of educational videos in classrooms.

THEORETICAL BACKGROUND

The present study is grounded on three major learning theories: the Cognitive Theory of Multimedia Learning by Mayer (2001), Dual Coding Theory by Paivio (1986), and Social Learning Theory by Bandura (1977). These theories collectively explain how educational videos facilitate literacy development among young learners.

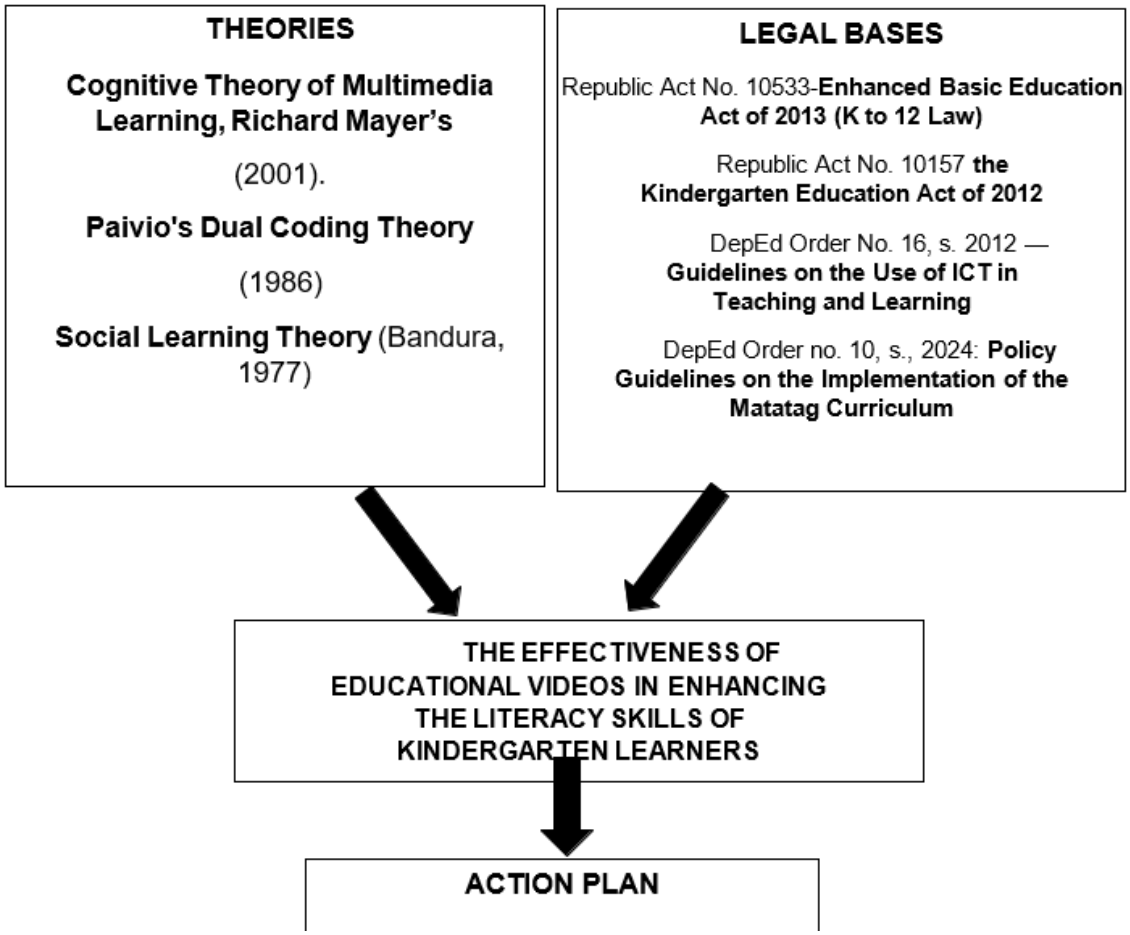

Figure 1. Theoretical Framework of the Study

Cognitive Theory of Multimedia Learning, Richard Mayer's (2001) posits that multimedia learning entails the utilization of both verbal and visual elements for educational purposes. People learn better when they see and hear information at the same time. Images, instead of just text. This kind of learning is better known as dual-mode, dual-format, dual-code, or dual-channel learning. CTML posits that learning is optimized when information is conveyed across various modalities, such as visual and auditory channels. Interactive e-books are examples of multimedia learning aids that follow the rules of CTML. They use text, pictures, animations, and interactive elements to provide learners a whole experience that engages all of their senses. auditory modalities, rather than through a singular channel. Mayer's theory shows how well-designed multimedia, like educational videos, can lower cognitive load, encourage active learning, and help people remember and use what they've learned. This framework gives us a good idea of why educational videos might help young learners improve their literacy skills, such as recognizing letters, being aware of phonology, and learning new words. multimedia principles in AR led to big learning gains, which backs up Mayer's ideas about active processing and dual channels. The research underscores the practical significance of Mayer's theory for nascent digital learning technologies (Candido, V.2025). visual and auditory channels can help you learn better. It emphasizes that multimedia created in accordance with Mayer's principles can avert cognitive overload. The resource connects these ideas to basic theories of working memory and cognitive memory (Learning-Theories.org. 2023). Mayer's multimedia learning principles and how important they are for designing lessons that keep students interested and help them remember what they learned. It explains how designers can avoid

cognitive overload and encourage active engagement (Digital Learning Institute 2023). Multimedia elements and split attention can overload the brain. It supports Mayer's ideas about how to reduce unnecessary cognitive processing by making multimedia design clear and simple (Redasadki, M. 2025). how the brain works when learning with multimedia and how Mayer's theory fits with working memory and dual-coding theories. The summary backs up the idea that Mayer's theory is useful for guiding multimedia instruction that is good for the brain (Litfl.com. 2023). Mayer's cognitive theory predicated on dual-channel, limited capacity, and active processing postulates, bolstered by experimental evidence. It talks about how using principles like modality and contiguity can help you learn better by controlling how much information you have to deal with (Mayer 2025). Both words and pictures helps people learn more than just words. It focuses on cognitive processes like attention and integration. It makes it clear how cognitive load theory helps explain how well multimedia works. The write-up emphasizes the theory's fundamental influence on instructional design (McGraw-Hill 2023). Based on the basic ideas of CTML, YouTube may be the best place to provide audio and video together. It also lets FL learners do listening tasks on their own whenever and wherever they choose. It is also easy to use, free, and fun, which encourages language acquisition among students (Yaacob, Amir, Asraf, Yaakob, & Zain, 2021). Be a big part in making elementary music classes better for both students and teachers. Digital tools in music education are software and technology resources that help with different areas of teaching and learning music (Sánchez-Jara et al., 2023; Sularso et al., 2023. The Cognitive Theory of Multimedia Learning (CTML) is the most widely used framework in instructional video design. Their systematic review showed that applying CTML principles, such as dual-channel processing and cognitive load management, improves learner retention, comprehension, and overall instructional effectiveness. (Fyfield, Henderson, and Phillips 2022). The Cognitive Theory of Multimedia Learning offers a robust theoretical framework for comprehending the efficacy of educational movies. CTML elucidates how well-structured multimedia training improves comprehension, retention, and active learning, hence validating the use of educational movies as effective instruments for enhancing early reading skills, supported by recent empirical research.

Paivio's Dual Coding Theory (1986) posits that learning is more effective when verbal and visual information are processed simultaneously. According to the theory, information is encoded, stored, and retrieved through two interconnected cognitive systems: a verbal system for language-based information and a non-verbal system for visual imagery. When both systems are activated, learners form multiple mental representations, which enhance comprehension, memory retention, and information recall. Educational videos apply the principles of dual coding by integrating spoken or written words with corresponding images, animations, and visual cues. This instructional approach enables learners to encode information through both verbal and visual channels, thereby strengthening understanding and reducing cognitive load. Research suggests that engaging multiple sensory modalities facilitates deeper cognitive processing, making dual coding particularly effective for young learners who are developing foundational literacy skills (Third Space Learning, 2021). Recent studies further affirm the relevance of Dual Coding Theory in early literacy instruction. Millin (2024) emphasized that combining verbal input with visual aids, such as images and graphic organizers, enhances associative memory and improves information retrieval. Similarly, Mir (2023) and Brinegar (2023) found that multimodal instruction grounded in dual coding principles supports comprehension and learning among young children. Wooten and Cuevas (2024) reported that learners exposed to dual coding instructional strategies demonstrated significant gains in vocabulary and comprehension compared to those taught using traditional methods.

In the context of kindergarten literacy development, dual coding supports the association of sounds with letters and words through visual representation, facilitating early reading and writing acquisition. Studies indicate that integrating visual and verbal information improves memory retention and accelerates learning outcomes, particularly for children learning to read or acquiring a second language (Luo, 2022). Moreover, emerging research shows that dual coding principles remain effective in advanced digital learning environments, further validating Paivio's theory across educational contexts (Candido, 2025).Dual Coding Theory provides a strong theoretical foundation

for the use of educational videos in early literacy instruction. By leveraging both verbal and visual modalities, educational videos enhance understanding, reduce cognitive load, and promote meaningful learning among kindergarten learners.

Social Learning Theory (Bandura, 1977) Bandura asserts that learning is a cognitive process occurring within a social framework, where individuals acquire behaviors and skills vicariously through observation rather than only through direct experience or reinforcement. Attention, memory, motor reproduction, and motivation are four important components that make observational learning work. Bandura's hypothesis demonstrates that children can acquire reading and writing skills through videos that illustrate phoneme articulation, letter tracing, and storytelling. Educational movies are ideal for teaching because they capture kids' attention, help them remember what they saw, and make them want to practice and repeat what they learned on their own. Students learn better when they get praise or observe successful results, either directly or indirectly. This makes them desire to keep working hard and being a part of things. Social Learning Theory backs up the idea that instructional movies are good for teaching kids to read and write because they show youngsters how to do things in both social and visual ways. Videos are a fantastic approach for kindergarten kids to learn and practice reading since they are interactive and repeat, which fits Bandura's cognitive and motivational standards also backs this study by stressing the importance of learning by watching, copying, and modeling. Children learn to read and write faster by watching and copying how other people use language, tell stories, and employ phonological signals in educational films. Bandura's theory emphasizes that video content functions as a social learning environment in which individuals gain skills through observation and interaction with modeled actions. Bandura's evolution of social learning theory into a more expansive social cognitive theory, highlighting observational learning, self-efficacy, and motivation within educational contexts. The author emphasizes the foundational role of Bandura's principles in contemporary educational practices that promote learner autonomy and motivation. It offers substantial evidence of the theory's lasting influence on education (Schunk, D. H. 2023). learning is a cognitive process intricately linked to social contexts, such as familial and educational settings, aligning with Bandura’s focus on observational learning. It examines the impact of social and motivational factors on behavior modification. (de la Fuente, J., et al. 2023). It also talks about how these ideas can help with self-regulation and learning with others. It shows how to use real-life strategies in the classroom that are based on modeling behaviors and encouraging social interaction (Sara De La Torre 2025). Bandura's theory, which says that people learn behaviors by watching and copying others, with help from cognitive processes like attention and motivation. It also gives examples from both social and work settings (Jeremy Sutton 2025). About Bandura's ideas about modeling, imitation, and how environmental and cognitive factors work together to shape behavior (Saul Mcleod 2025). Bandura's motivational processes; specifically, how self-efficacy beliefs affect persistence and performance in academic contexts. It connects motivation directly to personal agency and observational learning, which are two important parts of social learning theory (DiBenedetto, M. K. 2020). the influence of social learning theory on methodologies that integrate modeling, guided practice, and peer interaction. It underscores the significance of social contexts in influencing learner behavior and attitude transformations via observational learning. The research validates the theory's relevance in modern education (Education Ebsco.com 2023). These study findings contribute to the existing literature by providing empirical evidence that the DCT provides a structured and cognitively sound framework for promoting effective vocabulary learning (Mohamed, R. A. A. 2021). study focused on dual-language learners (DLLs) in preschool, examining how dual coding theory supports learning words in a second language through educational media that provides both verbal and visual input. This study explores the importance of dual coding for young DLLs' vocabulary acquisition and the interaction with factors like child vocabulary and parental language ability (Barnes, E. M., Hadley, E. B., Lawson-Adams, J., & Dickinson, D. K. 2020). quasi-experimental study assessed the effects of dual coding theory on domain-specific vocabulary and comprehension in elementary social studies. Though focusing on slightly older children, this study found that instructional strategies incorporating dual coding were

more effective than traditional methods in promoting vocabulary learning, comprehension, and motivation for the subject matter (Wooten, J. O., & Cuevas, J. A. 2024).

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, serves as the primary legal framework governing the K–12 curriculum in the Philippines. The law mandates the development of a learner-centered, developmentally appropriate, and integrated basic education system that responds to the cognitive, cultural, and social needs of Filipino learners. It aims to prepare students for employment, lifelong learning, and responsible citizenship by ensuring that education is inclusive, relevant, and research-based (Republic Act No. 10533, 2013). One of the key provisions of RA 10533 is the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in the early grades. The policy emphasizes the use of learners' native languages as the medium of instruction to facilitate effective communication, comprehension, and early literacy development. By allowing flexibility in curriculum implementation, the law enables schools to adapt instruction to the linguistic and cultural contexts of learners across different communities, thereby promoting culturally responsive and meaningful literacy instruction. RA 10533 also supports the integration of technology, multimedia, and digital tools in classroom instruction. The Department of Education has consistently encouraged the use of educational technologies to enhance teaching and learning processes, particularly in early childhood education. Digital tools such as educational videos are aligned with the goals of RA 10533, as they provide engaging, interactive, and multisensory learning experiences that support language and literacy development among young learners (DepEd, 2025).

In line with this mandate, several studies have demonstrated the effectiveness of educational videos in improving kindergarten learners' literacy skills. Navarro and Santos (2024) found that culturally and linguistically appropriate educational videos enhanced early reading and writing skills, particularly when aligned with the MTB-MLE framework. Similarly, Dela Cruz (2024) reported that multimedia instruction increased learner motivation and active participation, supporting the learner-centered objectives of RA 10533. Villanueva and Garcia (2023) emphasized that instructional videos in learners' native languages significantly improved phonological awareness and vocabulary development.

Recent studies further confirm that educational videos support foundational literacy skills such as letter recognition, phoneme identification, and vocabulary acquisition. Flores and Aquino (2025) noted that multimedia-based literacy activities reduced cognitive load and improved retention by combining auditory and visual stimuli. Teachers also reported increased learner engagement and improved literacy performance when educational videos were integrated into instruction, particularly when educators received adequate training in multimedia use (Lopez et al., 2024). Moreover, research highlights the role of educational videos in promoting inclusive and culturally relevant literacy instruction. Ramos (2023) and Salazar (2023) found that videos tailored to learners' linguistic backgrounds enhanced comprehension, communication skills, and learner motivation. (Mendoza and Santos 2023) further emphasized that video-based literacy instruction supports national education reform goals by improving attention, understanding, and engagement among kindergarten learners. (Alshaikh 2024). Likewise concluded that audiovisual learning environments aligned with cognitive learning theories significantly strengthen early literacy outcomes.

Republic Act No. 10533 provides a strong legal foundation for the integration of educational videos in early literacy instruction. Supported by empirical research, the use of multimedia tools aligns with the law's emphasis on learner-centered, inclusive, and developmentally appropriate education, making educational videos effective and legally supported tools for enhancing kindergarten learners' reading and writing skills. **Republic Act No. 10533**, also known as the Enhanced Basic Education Act of 2013, serves as the primary legal framework governing the K–12 curriculum in the Philippines. The law mandates the development of a learner-centered, developmentally appropriate, and integrated basic education system that responds to the cognitive, cultural, and social needs of Filipino learners. It aims to prepare students for employment, lifelong learning, and responsible citizenship by ensuring that education is inclusive, relevant, and research-

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DepEd Order No. 16, s. 2012 is a key policy that mandates the integration of Information and Communications Technology (ICT) in the basic education curriculum to enhance the effectiveness of teaching and learning. The policy recognizes multimedia resources—such as educational videos, digital games, and online learning materials—as essential tools for increasing learner engagement and promoting meaningful learning experiences (Department of Education, 2012). This directive supports the use of technology-driven instruction that is responsive to the needs of 21st-century learners, particularly in early childhood education. Aligned with the Mother Tongue-Based Multilingual Education (MTB-MLE) framework, DepEd Order No. 16 emphasizes the use of learners' native languages to strengthen early literacy development. Educational videos delivered in the mother tongue help kindergarten learners recognize letters, understand phonemes, and develop oral vocabulary more effectively. Research indicates that video-based instruction enhances learner motivation and supports child-centered pedagogies by presenting content in culturally relevant and developmentally appropriate ways (Bautista & Del Rosario, 2024; Cruz & Santos, 2023). Several studies provide empirical support for the effectiveness of educational videos under this policy.

(Villanueva and Reyes 2025) found that video lessons significantly improved vocabulary development and letter–sound correspondence among kindergarten learners, as multimedia instruction reduced cognitive load and facilitated comprehension. Teachers likewise reported that educational videos increased learners' attention and accelerated the acquisition of literacy skills, particularly when educators received adequate training in multimedia integration (Delos Santos & Mercado, 2024). These findings underscore the importance of teacher readiness, which is also emphasized in DepEd's ICT integration initiatives. Further research highlights the role of educational videos in promoting holistic learner development. (Mendoza and Pulido 2023) noted that multimedia instruction strengthened phonological awareness and oral vocabulary while bridging language practices between home and school. Similarly, (Reyes and Garcia 2025) reported that bilingual, video-based programs improved learners' readiness for reading and writing in linguistically diverse classrooms. Digital storytelling videos were also found to enhance print awareness and comprehension by combining narrative and visual elements, consistent with developmentally appropriate practices outlined in DepEd Order No. 16 (Santos & Aquino, 2023). Studies also emphasize the inclusivity of video-based instruction. (Alvarado and Cruz 2024) observed increased learner engagement and faster development of phonics and letter recognition skills when videos were used in literacy lessons. (Garcia and Torres 2023) further demonstrated that culturally relevant video content supported literacy development among indigenous learners, reflecting the inclusive goals of the MTB-MLE policy. (Delgado and Banerjee 2025) confirmed that educational videos reduce cognitive overload through integrated auditory and visual stimuli, leading to better retention of literacy concepts among young learners. Research discovered that multimedia-assisted instruction, especially educational movies, markedly enhanced kindergarten students' letter-sound correspondence, phonemic awareness, and foundational vocabulary. Their research shown that brief, age-appropriate films enhanced learner attention and engagement, thereby reinforcing the MATATAG Curriculum's focus on fortifying core abilities through developmentally suitable and learner- centered pedagogy. (Flores and Aquino 2025) **DepEd Order No. 16, s. 2012** provides a strong policy foundation for the integration of educational videos in early literacy instruction. Supported by recent empirical studies, the use of multimedia aligns with the Department of Education's vision of child-centered, inclusive, and research-based education. Educational videos therefore serve as effective and policy-supported tools for enhancing literacy development among kindergarten learners.

DepEd Order No. 10, s. 2024 provides the official policy guidelines for the implementation of the MATATAG Curriculum in the Philippines. The MATATAG Curriculum aims to equip Filipino learners with essential skills needed to succeed in the 21st century, both locally and globally. It emphasizes inclusivity, global citizenship, and respect for diversity while promoting a future-oriented mindset grounded in core Filipino values: Maka-Diyos, Makatao, Makakalikasan, and Makabansa (Department of Education, 2024). In support of these goals, educational videos are recognized as effective instructional tools for strengthening literacy skills. Studies show that video-based instruction enhances reading and writing by providing authentic, real-world literacy experiences through the integration of narration, visuals, and interactive elements (Winton et al., 2024). Educational videos have also been found to improve comprehension, vocabulary acquisition, and higher-order literacy skills such as inference when learners are exposed to content across varied contexts. Research further indicates that short, well-designed educational videos are more effective than longer ones, as they sustain learner attention and reduce cognitive overload, resulting in better retention and learning outcomes (Christenson et al., 2024). (Similarly, Nafilah and Sakti 2022) reported that video platforms offering combined auditory and visual content increased learners' literacy performance and engagement. Studies involving younger learners confirm that interactive digital media significantly enhance phonemic awareness and vocabulary development through media-rich learning experiences (Smith et al., 2025). Consistent with the MATATAG Curriculum's learner-centered and inclusive framework, the effective use of educational videos requires teachers to be adequately trained in multimodal instructional strategies. (Janer and Herrera 2021) emphasized the importance of continuous professional development, teacher competence in multimedia integration, and adequate access to digital infrastructure to maximize learning

outcomes.A study financed by the Department of Education revealed that using digital and multimedia tools in kindergarten literacy education helped kids recognize letters and sounds better and made them more interested in early reading activities. (Santos and Lim 2022) A DepEd regional study found that educational videos in the students' native language greatly improved their phonological awareness and vocabulary, which supports inclusive and student-centered teaching. (Rivera and Tolentino 2023) During the MATATAG transition period, it was discovered that brief instructional films enhanced learners' engagement and involvement in early reading classes, while simultaneously alleviating cognitive load through developmentally suitable training. (De la Cruz and Mendoza 2024) A recent study commissioned by the Department of Education (DepEd) found that using multimedia to teach reading and writing helped kindergarten students improve their letter-sound correspondence, vocabulary, and readiness to read. This supports the idea that educational films work well with the MATATAG Curriculum. (Navarro and Reyes 2025) **DepEd Order No. 10, s. 2024** reinforces the relevance of educational videos as developmentally appropriate and cognitively sound tools that support the MATATAG Curriculum's focus on foundational literacy, learner engagement, and inclusive education.

This chapter established the theoretical, legal, and empirical foundations of the study. Anchored on the Cognitive Theory of Multimedia Learning, Dual Coding Theory, and Social Learning Theory, and supported by national policies such as Republic Act Nos. 10533 and 10157 and DepEd Orders No. 16, s. 2012 and No. 10, s. 2024, the review demonstrates that educational videos are pedagogically sound and legally supported tools for early literacy instruction. Related studies consistently show that well-designed educational videos enhance kindergarten learners' literacy skills, learner engagement, and motivation, thereby justifying the conduct of the present study

THE PROBLEM

Statement of the Problem

This study aims to assess The Impact of Educational Videos on Kindergarten Learner's Literacy Performance in Ibo Elementary School, Lapu-Lapu City, Cebu, during the 2025–2026 school year, as a basis for proposing an action plan to support multimedia-assisted literacy instruction in early childhood education.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:

1.1. Age and gender;

1.2. Years of teaching experience; and

1.3. Teaching styles commonly used in literacy instruction?

2. What is the level of integration of educational videos in literacy instruction as perceived by the teacher-respondents in terms of:

2.1. Alignment with literacy learning competencies;

2.2. Frequency of usage in instructional delivery;

2.3. Presence of teacher-guided interaction during or after viewing;

2.4. Appropriateness of video length and content for kindergarten learners.

3. What is the level of literacy development of kindergarten pupils in terms of:

3.1. Letter recognition;

3.2. Vocabulary acquisition;

3.3. Listening comprehension;

3.4. Reading readiness.

4. What is the level of the challenges do teachers encounter in integrating educational videos into literacy instruction?
5. Is there a significant relationship between the level of educational video integration and the literacy development of kindergarten pupils?
6. Based on the findings, what action plan may be proposed to enhance the use of educational videos in improving literacy instruction in kindergarten?

Statement of the Null Hypotheses

There is no a significant relationship between the level of educational video integration and the literacy development of kindergarten pupils.

Significance of the Study

The findings of this study on the effectiveness of educational videos in enhancing literacy among kindergarten learners hold great significance for various stakeholders in the field of education. This study is significant to the following:

Department of Education (DepEd). The findings of this study provide empirical data that may assist the Department of Education in policy formulation, curriculum enhancement, and resource allocation related to early childhood education. By presenting statistical evidence on the effectiveness of educational videos in enhancing kindergarten learners' literacy skills, the study supports data-driven decision-making aligned with the MATATAG Curriculum and technology integration initiatives.

School Administrators. This study offers school administrators evidence-based insights that may guide the development of school policies, instructional programs, and professional development plans. The results help administrators evaluate the effectiveness of multimedia resources in literacy instruction and support informed decisions regarding the provision of technological resources and teacher training.

Teachers. The study benefits teachers by providing concrete evidence on the effectiveness of educational videos in improving kindergarten learners' literacy skills, such as letter recognition, phonological awareness, and vocabulary development. The findings may help teachers refine their instructional strategies, select appropriate multimedia materials, and enhance classroom practices based on statistically supported outcomes.

Learners. Kindergarten learners benefit indirectly from this study as its findings support the use of engaging, age-appropriate educational videos that enhance literacy development. Improved instructional strategies based on the results may lead to better learning experiences, increased motivation, and improved reading readiness.

Parents. The results enable parents to better understand the role of educational videos in supporting their children's literacy development. The study encourages stronger collaboration between parents and teachers by providing evidence-based information on effective instructional practices in early childhood education.

School Community. The study contributes to the school community by promoting a shared understanding of the value of multimedia-assisted literacy instruction. It supports the development of a cohesive and collaborative approach among stakeholders in enhancing literacy outcomes for kindergarten learners.

The Researcher. For the researcher, the study provides a comprehensive analysis of the effectiveness of educational videos in enhancing literacy skills among kindergarten learners. It strengthens research competence and contributes to professional growth while offering insights that may inform future educational initiatives.

Future Researchers. This study serves as a reference for future researchers interested in early childhood education, multimedia learning, and literacy development. The clearly defined variables,

aligned statistical treatments, and research findings may be replicated or extended in other contexts to further explore technology-based interventions in early literacy instruction.

RESEARCH METHODOLOGY

This chapter describes the profile of the respondents, the research method, and the procedure of the study, which includes the research instruments and statistical tools.

Research Design

This study employed a descriptive research design, which is appropriate for obtaining a detailed understanding of the current challenges and interventions in early childhood education. Descriptive research was used to systematically gather and analyze data from various stakeholders, including teachers, parents, and school administrators, to describe the prevailing issues without manipulating variables. This design allowed the researcher to capture participants' the effectiveness of educational videos in enhancing literacy skill in kindergarten learners. By focusing on describing the existing conditions, the study aimed to establish a factual basis that can guide the formulation of appropriate strategies and future interventions (Creswell & Creswell, 2018).

RESEARCH METHODOLOGY

This chapter presents the research methodology of the study, including the research design, the profile of the respondents, the research instruments, data- gathering procedures, and the statistical tools used for data analysis.

Research Design

This study employed a descriptive research design, which was appropriate for obtaining a detailed understanding of the current challenges and interventions in early childhood education. Descriptive research was used to systematically gather and analyze data from various stakeholders, including teachers, parents, and school administrators, in order to describe prevailing issues without manipulating variables. This design allowed the researcher to capture participants' perceptions of the effectiveness of educational videos in enhancing the literacy skills of kindergarten learners. By focusing on existing conditions, the study aimed to establish a factual basis that guided the formulation of appropriate strategies and future interventions Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (7th ed.). SAGE Publications. (Creswell & Creswell, 2018).

Flow of the Study

The study followed an Input-Process-Output (IPO) system model in gathering the essential data needed for the study. Figure 2 illustrates the process of data gathering. The first stage involves inputting data that determines the profiles of the respondent groups, level of integration of educational videos in Literacy instruction as perceived by the teacher-respondents, the level of literacy development of kindergarten pupils, is the level of the challenges do teachers encounter in integrating educational videos into literacy instruction and is there a significant relationship between the level of educational video integration and the literacy. The second stage is the process of the study. It includes the following tasks: prior to collecting data, the researcher transmits the required paperwork, such as the consent form from respondents and the letter authorizing the study's conduct. After approval, the researcher will start sending out the questionnaire to the participants to make sure each section is filled out.

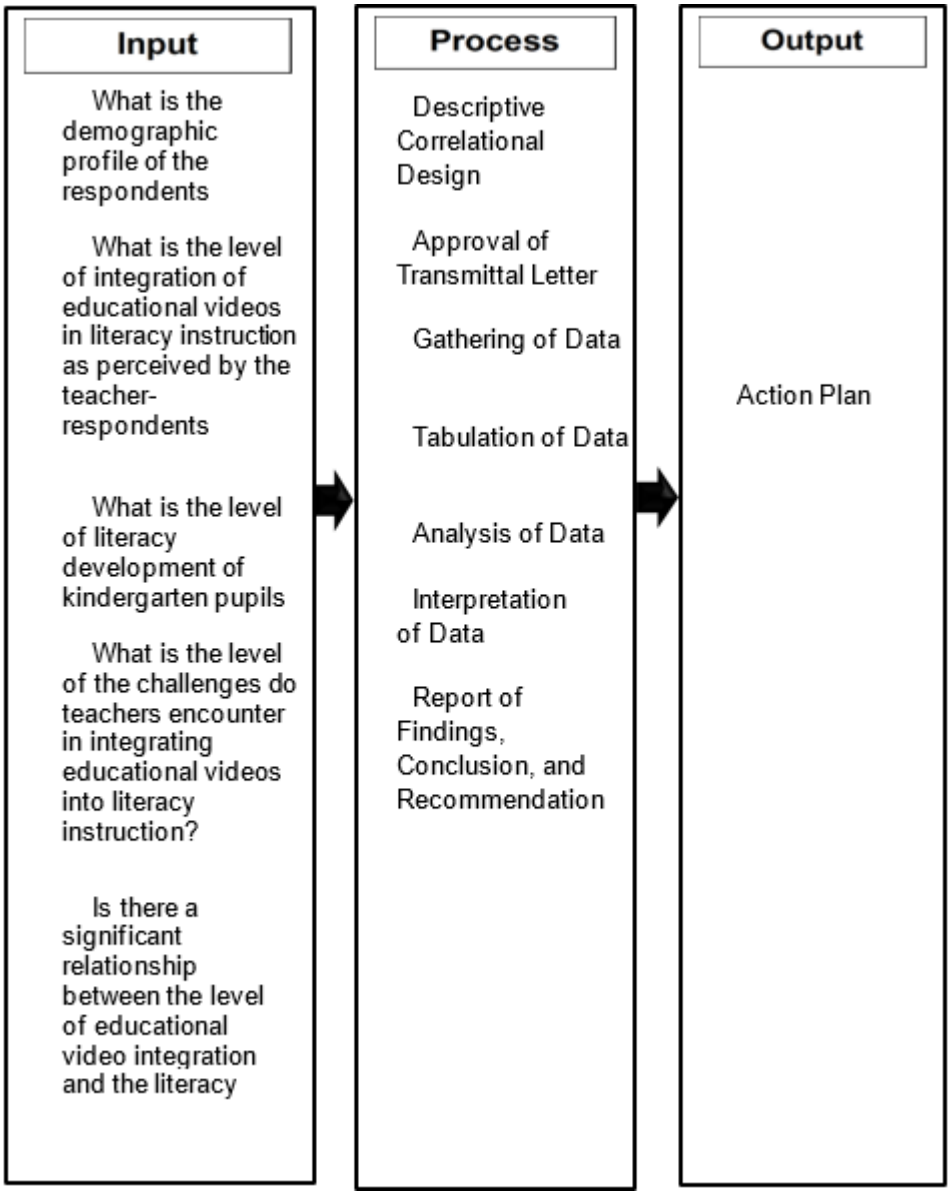

Figure 2. Flow of the Study

After that, the researcher will count, arrange, condense, interpret, and evaluate the data findings. Data processing will be done using the proper statistical techniques. The data results. Appropriate statistical tools will be used in the treatment of data. The last stage will be the formulation of the output of the study. A behavior modification guide would be made and proposed to address the challenges encountered by the learners. The third stage, the output phase of the study, culminated in the development of a well-structured intervention plan design to address the findings and bridge gaps identified during the analysis. This intervention plan was tailored to align directly with the specific needs of both the learners and their parents, as revealed by the relationship between the effectiveness of educational videos in enhancing literacy skills. Its goal was to enhance the literacy skills to foster the development of kindergarten pupils in letter recognition, vocabulary acquisition, listening comprehension, and reading readiness. The intervention plan included a range of strategies and programs aimed at improving literacy skills. For instance, it proposed organizing regular remediation for literacy to educate the pupils on the importance of their role in literacy skills. These workshops could help the pupils to improve their literacy skills, such as letter recognition, vocabulary acquisition, listening comprehension, and reading readiness.

Environment of the Study

The study was conducted at Ibo Elementary School, a public elementary school under District I of the Schools Division of Lapu-Lapu City, located along M.L. Quezon National Highway, Lapu-Lapu

City, Cebu. The school is headed by one (1) school principal and assisted by one (1) administrative officer. It is staffed by twenty-eight (28) teachers, including three (3) master teachers, who are responsible for delivering instruction across the different grade levels. Ibo Elementary School is a complete elementary school offering Kinder to Grade 6, with a total of twenty-four (24) monograde classes. The school serves a large and diverse population of learners, making it a suitable setting for conducting educational research. Its structured class organization, adequate teaching personnel, and established instructional practices provide a stable environment for the implementation and observation of teaching–learning processes relevant to this study.

Figure 3. Location Map of the Research Environment

Respondents

In this study, the Kindergarten leaners play a crucial role as research respondents. Parents' involvement is crucial for understanding The Impact of Educational Videos on Kindergarten Learner's Literacy Performance. Their responses can shed light on different factors and potential underlying reasons enhancing their literacy skills using education videos. By understanding parental perspectives, researchers can develop more comprehensive interventions that address not only the child's behavior but also the broader family dynamics and home environment. The table below is the distribution of the respondents.

Table 1 Distribution of Respondents

Ibo Elementary School

	TOTAL	
	f	%
Respondents		
Parents of the Learners	30	30.00
Grand Total	30	30.00

The kindergarten learners' are selected to offer a wide-ranging viewpoint on the enhancing literacy skills of the learners. The participants will be chosen using a stratified random selection technique, which will guarantee a particular representation of the grade one populations. This method made it easier to gather data that accurately reflected in the municipality of Lapu-Lapu wide range of demographic traits, which is essential to the study's ability to inform the development of strategic educational intervention plans.

Instrument

The researcher utilized a survey questionnaire to gather the information that helped achieve the study's aims questionnaire and adopted by Creswell, J. W., & Creswell, J. D. (2018). There were two research instruments used: a survey questionnaire for parents and a questionnaire for teachers who assessed the extent of the challenges encountered by the learners and the extent of interventions provided towards the learners to cope with the challenges encountered.

The survey questionnaire for parents and teachers considers the following:

Part I. The demographic profile of the respondents. This section gathers essential demographic and professional background information on both kindergarten pupils and teachers. Capturing variables such as pupil age and gender, as well as teacher age, gender teaching experience, and preferred instructional styles, supports comprehensive subgroup analysis and enhances internal validity of the study.

Part II. The level of integration of educational videos in literacy instruction These items evaluate curriculum alignment by asking whether videos reinforce specific literacy objectives, match curriculum maps, and support vocabulary and content accuracy.

Part III. The level of literacy development of kindergarten pupils. Items in this section focus on how routinely videos are employed for example, whether they're used to introduce lessons, reinforce concepts, or support differentiated learning.

Part IV. The level of the challenges that teachers encounter in integrating educational videos into literacy instruction. This segment examines developmental suitability, whether videos are short enough to maintain attention, use simple language, and employ engaging and appropriate visuals. Research in multimedia learning supports using short, segmented videos to match young learners' attention spans and cognitive processing.

Data Gathering Procedures

The data gathering process is crucial as it transforms the research plan into execution and acquires the empirical evidence necessary to address the research inquiries. This section delineates the systematic methodology employed to get the requisite data, ensuring that the approach was rigorous, ethical, and replicable. The process was meticulously designed to adhere to the quantitative research framework and to maintain the integrity and validity of the study.

Preliminary Stage. The researchers sought all necessary approvals and prepared the instruments prior to actual data collection. A formal transmittal letter was sent to the principal of Academia de San Jose to request permission to conduct the study. Upon approval, informed consent was secured from parents/guardians of the kindergarten pupils, while assent was obtained from the children in simple, age-appropriate language. The teachers and parents who participated in the survey were also

asked to sign consent forms. The research instruments, survey questionnaires for teachers and parents, and the literacy assessment for pupils were subjected to expert validation and a pilot test to ensure clarity, reliability, and appropriateness for the target respondents. Teachers were oriented on the implementation of the educational video intervention and the procedures for fidelity checking.

Data Gathering Stage. The actual collection of data was undertaken. The process began with the administration of the pretest literacy assessment to the kindergarten pupils to establish their baseline level in letter recognition, vocabulary, listening comprehension, and reading readiness. Simultaneously, teachers were asked to complete the survey questionnaire regarding their teaching profiles and their current practices in integrating educational videos.

Following the pretest, the intervention was implemented. Educational videos focusing on foundational literacy skills were shown to pupils three times a week for four consecutive weeks. Each video session lasted for 15–20 minutes and was accompanied by teacher-guided interaction, including questioning, repetition, and short follow-up activities. Fidelity logs and classroom observations were used to monitor the consistency of video integration.

After the intervention, the posttest literacy assessment was administered to the pupils using the same instrument to measure any improvements in their literacy skills. Teacher-respondents then answered the second part of the survey on their perceptions of video integration and the challenges they encountered. Short interviews or focus group discussions with selected teachers and parents were also conducted to triangulate the data.

Post Data Gathering Stage

The researchers carefully reviewed and checked the accomplished survey questionnaires, observation logs, and literacy assessment results for completeness and accuracy. The gathered data were then encoded, tallied, and organized into spreadsheets for statistical treatment. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the respondents' profiles and the level of integration of educational videos. Inferential statistics such as the paired t-test, correlation analysis, and ANOVA were applied to test the hypotheses on the relationship between video integration and literacy skills development. All data were stored securely following ethical protocols under the Data Privacy Act of 2012. Identifying information of pupils, teachers, and parents was kept confidential and reported only in aggregate form. Finally, the analyzed results were interpreted and discussed in line with the study's objectives, serving as the basis for the formulation of a proposed action plan to enhance literacy instruction through educational videos.

Ethical Considerations

The ethical considerations of this study were carefully addressed to ensure the protection of the respondents' rights, uphold research integrity, and maintain the credibility of the findings. The researcher adhered to established ethical guidelines throughout the study, particularly focusing on informed consent, confidentiality, voluntary participation, and respect for the dignity and well-being of all participants. Informed Consent. Prior to the commencement of the study, the researchers sought approval from the principal of Academia de San Jose Elementary School. This step was necessary to comply with institutional protocols and to demonstrate respect for the authority governing the research site. The approval process ensured that the study was aligned with the ethical standards required by the Department of Education and the host institution. Confidentiality and Anonymity. The principle of informed consent was strictly observed. Respondents were provided with detailed information about the study's purpose, objectives, procedures, and potential benefits. This was communicated during an orientation session where the researcher explained the nature of the research, the data collection process, and how the collected information would be used. Respondents were given an opportunity to ask questions and seek clarification before providing their consent. Only those who voluntarily agreed to participate were included in the study.

Voluntary Participation. Confidentiality and anonymity were prioritized throughout the research process. Respondents were assured that their identities would remain anonymous and that their responses would be treated with strict confidentiality. To safeguard this, no identifying information was included in the survey questionnaires, and the data were coded and stored securely to prevent unauthorized access. This measure ensured that the respondents felt secure in sharing honest and accurate information without fear of being identified or judged.

Non-Coercive Environment. Participation in the study was entirely voluntary, and respondents were informed of their right to withdraw at any point without any repercussions. This provision respected the autonomy of the participants and ensured that their involvement was based on free will. Additionally, care was taken to create a non-coercive environment during the orientation and data collection stages, allowing respondents to make independent decisions about their participation.

Protection from Harm. The researcher also ensured that the study would not cause any harm or discomfort to the respondents. The survey questions were designed to be non-invasive and appropriate for the context of the study. The researcher remained available to address any concerns or issues raised by the respondents, reinforcing a sense of safety and respect.

Integrity in Data Reporting. In the analysis and reporting phases, the researcher continued to uphold ethical standards by presenting the data objectively and ensuring that the findings were accurate and free from bias. Any recommendations derived from the study were based solely on the data collected, maintaining the integrity of the research. Overall, the ethical considerations implemented in this study demonstrated the researcher's commitment to protecting the rights and welfare of the respondents while ensuring the credibility and validity of the research findings. These measures reflected the high ethical standards required for conducting research within an educational setting.

Confidentiality. All information collected throughout the survey was handled with the utmost confidentiality. Using codes instead of real names kept the names of the participants and the name of the institution secret. The researchers only used the data they collected for study and kept it safe. The data was only available to the research team, and all records would be properly disposed of after the study is over to safeguard privacy and data.

Informed consent. Before the data collection began, all participants received a comprehensive description of the study's objectives, methodologies, potential advantages, and minimal dangers. There was no pressure or force to join; it was fully up to them. The parents or guardians of the kindergarten pupils signed consent papers to confirm that they were okay with their child being in the study. They also promised the people in the study that they may leave at any time without any hassles.

Statistical Treatment of Data

After data collection, the data gathered had undergone different statistical treatments with the aid of statisticians. To arrive at reliable results, the following statistical tools were used:

Frequency Count and Simple Percentage. Were used to describe the demographic profile of the respondents such as the age and gender of the pupils, the years of teaching experience of the teachers, and the teaching styles commonly used in literacy instruction. These tools helped in presenting the distribution of responses in an organized manner.

Weighted Mean. It was employed to determine the level of integration of educational videos in literacy instruction as perceived by the teachers, as well as the challenges they encountered in using videos. Responses were measured through a Likert scale, and the computed mean scores were interpreted using descriptive verbal equivalents such as strongly, agree, undecided, disagree and strongly disagree.

Pearson Correlation Coefficient (r). was used to assess the relationship between the level of integration of educational videos and the literacy development of kindergarten pupils. The degree of

correlation was interpreted strongly, agree, undecided, disagree and strongly disagree. Depending on the computed value of

r. Through the use of these statistical tools, the study was able to provide both a descriptive and analytical understanding of the data, leading to reliable findings, conclusions, and recommendations.

Scoring Procedure

The scoring procedure for the instrument use in this study is meticulously designed to accurately capture and quantify the effectiveness of educational videos in enhancing literacy skills of kindergarten learners. A 5-point Likert scale is used in this study to collect input from respondents, offering a formal framework for expressing attitudes and opinions. This scale provides respondents with a methodical framework to indicate how much they agree or disagree with particular statements or questions. Because it allows respondents to indicate whether they are unsure or whether the statement does not relate to their current situation, the 5-point Likert scale is preferred over other scale systems.

The difficulties are scored using the 5-point Likert scale, as indicated by the legend below:

To determine the level of integration of Educational Videos. This Table was used.

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.25 – 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agrees with the situation
4	3.50 – 4.24	Agree	This justifies that the respondent agrees with the situation
3	2.75 – 3.49	Undecided	This justifies that the respondent is undecided about the situation
2	2.00 – 2.74	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.99	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

To determine the level of challenges in using Educational Videos. This Table was used.

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.25 – 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agrees with the situation
4	3.50 – 4.24	Agree	This justifies that the respondent agrees with the situation
3	2.75 – 3.49	Undecided	This justifies that the respondent is undecided about the situation
2	2.00 – 2.74	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.99	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

To determine the level of literacy skills of Kindergarten Pupils. This Table was used.

Rate	Range of Weighted Mean	Descriptive Category	Descriptive Interpretation
5	4.25 – 5.00	Strongly Agree (SA)	This justifies that the respondent strongly agrees with the situation
4	3.50 – 4.24	Agree	This justifies that the respondent agrees with the situation
3	2.75 – 3.49	Undecided	This justifies that the respondent is undecided about the situation
2	2.00 – 2.74	Disagree	This justifies that the respondent disagrees with the situation
1	1.00 – 1.99	Strongly Disagree (SD)	This justifies that the respondent strongly disagrees with the situation

DEFINITION OF TERMS

To provide clarity and avoid ambiguity in the discussion of the study, the following terms are defined as they are specifically used in this research:

Alignment with Literacy Learning Competencies. Alignment with literacy learning competencies refers to the extent to which the content of educational videos corresponds with the prescribed kindergarten literacy competencies, such as letter knowledge, vocabulary development, listening skills, and reading readiness, as outlined in the curriculum.

Appropriateness of Video Length and Content. This refers to the suitability of the duration, language, visuals, and instructional content of educational videos for kindergarten learners, considering their attention span, developmental level, and learning needs.

Challenges. Challenges refer to the difficulties or barriers encountered by teachers in integrating educational videos into literacy instruction. These include issues related to time constraints, availability of resources, curriculum alignment, pupils' attention span, and technical concerns.

Educational Videos. In this study, educational videos refer to teacher- selected and age-appropriate audiovisual materials designed to support the literacy instruction of kindergarten pupils. These include animated clips, songs, and short instructional lessons that present letters, sounds, words, and stories in an engaging and developmentally appropriate format.

Frequency of Usage in Instructional Delivery. Frequency of usage refers to how often educational videos are used during literacy instruction, including daily, weekly, or occasional integration within classroom lessons.

Integration of Educational Videos. Integration refers to the deliberate and purposeful incorporation of educational videos into classroom literacy instruction. This includes not only the presentation of video content but also the teacher's facilitation, questioning, and follow-up activities that link the video to specific literacy learning objectives.

Kindergarten Pupils. Kindergarten pupils are the young learners enrolled at Academia de San Jose School in Mandaue City who served as the primary participants of the study. They were purposively selected due to their developmental stage, during which foundational literacy skills are formed.

Letter Recognition. Letter recognition refers to the ability of kindergarten pupils to identify and name letters of the alphabet and associate them with their corresponding sounds.

Listening Comprehension. Listening comprehension refers to the ability of pupils to understand, recall, and respond to spoken language presented in stories, instructions, or video-based lessons.

Literacy Skills. Literacy skills, as used in this study, refer to the foundational literacy competencies expected of kindergarten pupils. These include letter recognition, vocabulary acquisition, listening comprehension, and reading readiness.

Parents. Parents refer to the mothers, fathers, or legal guardians of the kindergarten pupils who participated by granting consent, answering the survey questionnaire, and sharing insights on the use of educational videos to support learning at home.

Reading Readiness. Reading readiness refers to the set of early skills that prepare kindergarten pupils for formal reading, including print awareness, understanding of story sequence, and basic comprehension skills.

Teacher-Guided Interaction. Teacher-guided interaction refers to the instructional support provided by teachers during or after video viewing, such as asking questions, giving explanations, facilitating discussions, and conducting follow-up activities to reinforce learning.

Teachers. Teachers refer to the kindergarten teachers of Academia de San Jose School who participated by responding to the survey questionnaire, implementing the educational video intervention, and providing feedback regarding its effectiveness.

Vocabulary Acquisition. Vocabulary acquisition refers to the pupils' ability to understand and use new words encountered during literacy instruction, including words presented through educational videos.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data collected from Ibo Elementary School. It examines the respondents' profiles, level of integration of educational videos in literacy, level of literacy development, level of the challenges does teachers encounter and the significant relationships among these variables based on responses gathered from the administered questionnaires**.**

RELEVANT INFORMATION OF THE RESPONDENTS

This section discusses the following relevant information that contributes to the overall study in relation the Impact of Educational Videos on Kindergarten Learner's Literacy Performance.

Profile of the Teachers

Teachers Gender. The gender of the teachers' respondents is

essential for understanding variations in the level of effectiveness of educational videos in enhancing the literacy skills of kindergarten pupils.

Table 2. Gender of the Teachers

Gender	f	%	f	%
Female Male	29 0	0 1	29 1	96.67 3.33
Total	**0**	**0**	**30**	**100.00**

Table 2 presents the gender distribution of the teachers included in the study. The table shows the frequency and percentage of teachers by gender among the 30 respondents. Of the total sample, 29 teachers (96.67%) are female, while only 1 teacher (3.33%) is male, resulting in a total of 30 teachers (100%). The highest proportion of respondents is female (96.67%), whereas the lowest proportion is male (3.33%). This indicates a highly skewed gender distribution, with females overwhelmingly represented in the teaching workforce. The pattern is consistent with trends commonly observed in early childhood and primary education, where teaching is predominantly female-dominated.

In relation to the objectives of the study, this gender profile suggests that the findings on the integration and effectiveness of educational videos in enhancing kindergarten pupils' literacy skills largely reflect the practices, perceptions, and experiences of female teachers. While gender is not treated as a primary variable in this research, it provides important contextual information that may influence instructional approaches, classroom management styles, and openness to multimedia-based strategies. Studies indicate that the teaching profession is predominantly female, particularly in public schools and early childhood education. Al-Harthi (2024) reported that public school teachers in Oman are largely female, with research focusing mainly on female instructors and teacher retention. Likewise, Drudy (2024) noted that women continue to be disproportionately represented in teacher education and the global teaching workforce, supporting the ongoing trend of the feminisation of teaching. These findings provide relevant context for the present study, as the gender composition of teachers may influence instructional practices in kindergarten literacy instruction.

The results imply that professional development programs and policy initiatives related to multimedia-assisted literacy instruction should consider this demographic reality and be tailored to the needs of a predominantly female teaching workforce. For future research, including a more gender-balanced sample or examining possible gender-related differences in technology integration may provide a deeper and more nuanced understanding of instructional practices in early childhood education.

Length of Service

Table 3 presented the distribution of the length of service among the teachers respondents, offering views into their experience levels within the educational setting.

Table 3. Years of Teaching Experience

Years of Teaching Experience	f	%
1-5	12	40
6-10	11	36.67
11-15	2	6.67
16-20	4	13.33
20 and beyond	1	3.33
Total	**30**	**100.00**

Table 3 presents the distribution of teachers according to years of teaching experience. The results show that the majority of respondents are in the early stages of their careers. Teachers with 1–5 years of experience account for 40%, while those with 6–10 years comprise 36.67%, representing a combined 76.67% of the sample. In contrast, only a small proportion of teachers have longer experience, with 6.67% having 11–15 years, 13.33% having 16–20 years, and 3.33% having more than 20 years of service. The highest frequency is observed among teachers with 1–5 years of experience, while the lowest is among those with over 20 years.

In relation to the study objectives, this distribution indicates that most teachers are young to mid-career educators, which may influence their instructional practices and openness to integrating educational videos in literacy instruction. The findings suggest the need for targeted professional development and retention initiatives, particularly for less-experienced teachers, to strengthen instructional competence and sustain effective teaching practices over time.

Supporting this result, studies in Southeast Asia report that a large proportion of the teaching workforce has fewer than ten years of experience, and that novice teachers benefit significantly from structured mentoring, pedagogical training, and classroom management support. Such interventions are crucial in enhancing teaching effectiveness and promoting long-term professional growth. Bernardo and Castillo (2024). Another study the found that a large proportion of teachers are in the early stages of their careers. (Nguyen and Tran 2025) found that many teachers in Southeast Asia have fewer than ten years of teaching experience and emphasized that novice and

early-career teachers significantly benefit from structured mentoring, continuous professional development, and pedagogical support. This supports the present study's implication that targeted training and retention initiatives are essential to strengthen instructional practices and promote long-term professional growth among less-experienced teachers.

Teaching Styles

Table 4 shows the teaching styles that teachers use most often when teaching literacy. The results show that most teachers mostly use play-based and technology-based methods in their classes. The play-based method focuses on learning through games, activities, and experiences that include doing things, which helps young learners engage with literacy ideas in a fun and relevant way. This strategy not only helps kids learn new things, but it also helps them grow socially and emotionally since they learn to work together, talk to each other, and solve problems while they play.

Table 4. Teaching Styles Commonly Used in Literacy Instruction

Teaching Styles	f	%
Storytelling and read-aloud	2	6.67
Phonics-based instruction	1	3.33
Play-based learning	1	3.33
Music and rhymes	0	0
Visual aids and picture books	13	43.33
Worksheets and drills	2	6.67
Small group instruction	0	0
One-on-one tutoring	0	0
Technology-assisted learning	11	36.67
Total	**30**	**100.00**

Table 4 presents the teaching styles commonly used by teachers in literacy instruction. The findings indicate that visual aids and picture books are the most frequently used approach, reported by 13 teachers (43.33%), followed closely by technology-assisted learning, used by 11 teachers (36.67%). Together, these strategies account for 80% of the teaching styles employed by the respondents. In contrast, worksheets and drills were used by 2 teachers (6.67%), while storytelling and read-aloud, phonics-based instruction, and play-based learning were each reported by 1 teacher (3.33%). No respondents indicated using music and rhymes, small-group instruction, or one-on-one tutoring as their primary approach. The highest frequency is observed in the use of visual and technology-supported strategies, while the lowest is seen in music-based and individualized instructional approaches. This pattern suggests a strong preference for visual and digital resources in literacy teaching, which aligns with the objectives of the study in examining the integration of educational videos and multimedia tools in kindergarten literacy instruction.

Study shows that digital storybooks, interactive reading applications, and multimedia learning tools enhance learner engagement and comprehension by providing interactive and motivating reading experiences beyond traditional print materials. The results imply that continued investment in multimedia resources and teacher training can further strengthen literacy instruction, while future research may explore the balanced integration of interactive, play-based, and individualized teaching strategies (Nguyen & Torres, 2024). Additional study, found that teachers in early literacy classrooms increasingly favor visual aids, picture books, and technology-assisted strategies over traditional methods such as worksheets and drills. Their study revealed that multimedia-supported instruction enhances learner engagement and comprehension, particularly among young learners, due to its visual appeal and interactive features. (Santos and Dela Cruz 2023) This supports the present study's result that teachers prefer visual and technology-based teaching styles in literacy instruction.

Level of Integration of Educational Videos in Literacy Instruction

Table 5 illustrates the level of integration of educational videos utilized by instructors in kindergarten reading classes. The teachers' responses were consistently applied inside the classroom, aiding learners in developing reading skills.

Table 5. The Level of Integration of Educational Videos in Literacy Instruction in terms of:

S/ N	Indicators	WM	Verbal Description
Alignment with Literacy Learning Competencies			
1	I select educational videos that match the specific literacy learning competencies in the curriculum	4.77	Strongly Agree
2	The videos I use support the development of early literacy domains such as phonemic awareness and vocabulary.	4.63	Strongly Agree
3	The content of the videos reinforces the target skills indicated in my daily lesson plan.	4.77	Strongly Agree
4	Educational videos are aligned with the learning standards set by the Department of Education for kindergarten.	4.63	Strongly Agree
5	I ensure that the objectives of each video complement the literacy goals for the week or unit.	4.63	Strongly Agree
Frequency of Usage in Instructional Delivery			
6	I regularly use educational videos as part of my literacy instruction.	4.60	Strongly Agree
7	Videos are integrated into different parts of my lesson (motivation, discussion, enrichment, evaluation).	4.60	Strongly Agree
8	I schedule the use of videos at least once a week to reinforce literacy skills.	4.37	Strongly Agree
9	Educational videos are used as instructional tools during both face-to-face and blended learning sessions.	4.77	Strongly Agree
10	I frequently update or change the videos I use to maintain pupil engagement and relevance.	4.53	Strongly Agree
Presence of Teacher-Guided Interaction During or After Viewing			
11	I facilitate discussions before, during, and after video viewing to enhance comprehension.	3.40	Neutral
12	I ask guiding questions that link video content to literacy lessons.	3.28	Neutral
13	I provide follow-up activities (e.g., word recognition games, storytelling) after viewing.	3.30	Neutral
14	I encourage learners to express what they learned or understood from the video.	3.35	Neutral
15	I assess pupils' learning outcomes related to the viewed video through observation or simple tasks.	3.23	Neutral
Appropriateness of Video Length and Content for Kindergarten Learners			
16	The length of the educational videos is appropriate for young learners' attention span.	4.77	Strongly Agree
17	The language and visuals used in the videos are developmentally appropriate.	4.83	Strongly Agree
18	The videos contain positive values and age-suitable themes.	4.80	Strongly Agree
19	The pacing and transitions in the videos match the cognitive level of kindergarten pupils.	4.67	Strongly Agree

20	The overall content of the videos is culturally relevant and familiar to Filipino learners.	4.60	Strongly Agree
Aggregate Weighted Mean		**4.33**	**Strongly Agree**
Standard Deviation		**0.68**	
Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00-2.74- Disagree; 1.00-1.99-Strongly Disagree			

Table 5 presents the level of integration of educational videos in literacy instruction in terms of alignment with literacy learning competencies, frequency of usage, teacher-guided interaction, and appropriateness of video length and content. The overall results reveal a high level of integration, with an aggregate weighted mean of 4.33 (Strongly Agree) and a standard deviation of 0.68, indicating strong agreement and relatively consistent responses among the 30 teacher-respondents.

In terms of alignment with literacy learning competencies, teachers strongly agreed that the educational videos they use are aligned with curricular goals. The highest weighted means were observed in selecting videos that match curriculum competencies and reinforce daily lesson plans (WM = 4.77), while support for phonemic awareness, vocabulary development, and alignment with DepEd standards also received high ratings (WM = 4.63). These findings indicate that teachers are intentional in choosing videos that directly support literacy objectives.

Regarding the frequency of usage in instructional delivery, results likewise show strong agreement. Teachers reported regular integration of videos across different lesson phases (WM = 4.60), use in both face-to-face and blended learning contexts (WM = 4.77), and frequent updating of videos to sustain learner engagement (WM = 4.53). The lowest mean in this category, though still interpreted as strongly agree, was scheduling video use at least once a week (WM = 4.37).

In contrast, the lowest ratings were observed in the area of teacher-guided interaction during or after video viewing, where all indicators fell within the Neutral range. Weighted means ranged from 3.23 to 3.40, with the lowest score recorded for assessing pupils' learning outcomes after video viewing (WM = 3.23). This suggests that while videos are widely used, structured discussion, questioning, follow-up activities, and assessment are not consistently emphasized.

The highest level of agreement was noted in the appropriateness of video length and content for kindergarten learners, with very high weighted means for developmentally appropriate language and visuals (WM = 4.83), positive and age- appropriate themes (WM = 4.80), and suitability to learners' attention span (WM = 4.77). These results indicate strong teacher awareness of the developmental needs of young learners when selecting video materials.

Overall, the findings suggest that teachers effectively integrate educational videos that are aligned with curriculum standards, frequently used, and developmentally appropriate. However, the neutral ratings in teacher-guided interaction highlight a gap between video use and active instructional facilitation. This implies the need for professional development focused on maximizing video-based instruction through guided questioning, discussion, and assessment. Future research may further examine how structured teacher mediation enhances the impact of educational videos on kindergarten literacy outcomes. Research shows that instructional videos support effective alignment of literacy competencies and curriculum delivery. (Hernandez and Cho 2024) found that videos aligned with key literacy goals—such as phonemic awareness, vocabulary development, and comprehension—enhance learner engagement and retention by making abstract concepts more concrete through visual examples. Similarly, (Lim and Santos 2025) reported that well-aligned multimedia resources improve young learners' understanding of early literacy skills when combined with clear instructional objectives, reinforcing the value of purposeful video integration in early literacy classrooms.

Level of Literacy Development of Kindergarten Leaners

Table 6 illustrates that the level of literacy development of kindergarten learners, most of them can recognize and read the letters**.**

Table 6. Level of Literacy Development of Kindergarten Pupils in terms of:

S/N	Indicators	WM	Verbal Description
Letter Recognition			
1	Pupils can identify uppercase and lowercase letters of the alphabet.	4.50	Strongly Agree
2	Pupils can recognize letters presented in different fonts or styles	4.67	Strongly Agree
3	Pupils can name letters when shown in random order.	4.57	Strongly Agree
4	Pupils can match letters with their corresponding sounds.	4.50	Strongly Agree
5	Pupils can differentiate visually similar letters (e.g., b/d, p/q).	4.60	Strongly Agree
Vocabulary Acquisition			
6	Pupils can identify and name common objects in their surroundings.	4.37	Strongly Agree
7	Pupils use newly learned words in classroom conversations.	4.30	Strongly Agree
8	Pupils understand and follow one- to two-step verbal instructions.	4.37	Strongly Agree
9	Pupils respond appropriately to questions that check word meaning or usage.	4.57	Strongly Agree
10	Pupils can associate pictures or actions with the correct vocabulary words.	4.57	Strongly Agree
Listening Comprehension			
11	Pupils can recall key details or characters after listening to a short story.	4.43	Strongly Agree
12	Pupils can answer simple “who,” “what,” “where,” and “when” questions after a story.	4.30	Strongly Agree
13	Pupils can retell or sequence events from a story in the correct order.	4.27	Strongly Agree
14	Pupils maintain attention while listening to short stories or rhymes.	4.20	Agree
15	Pupils can make simple predictions or connections while listening to stories.	4.30	Strongly Agree
Alignment with Curriculum Standards			
16	Pupils demonstrate awareness that print carries meaning.	4.50	Strongly Agree
17	Pupils can identify their own names and familiar words in print.	4.37	Strongly Agree
18	Pupils can follow print from left to right and top to bottom.	4.43	Strongly Agree
19	Pupils can recognize rhyming words and beginning letter sounds.	4.30	Strongly Agree
20	Pupils attempt to read simple words or phrases using picture clues and phonics.	3.97	Strongly Agree
Aggregate Weighted Mean		**4.22**	**Strongly Agree**
Standard Deviation		**0.45**	
Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00- 2.74-Disagree; 1.00-1.99-Strongly Disagree			

Table 6 evaluates the literacy development of kindergarten students across 20 variables, yielding a cumulative weighted mean (WM) of 4.22 (Strongly Agree) with a standard deviation of 0.45, indicating strong foundational skills within the assessed cohort. Recognizing letters In letter recognition, people performed quite well, with WMs from 4.50 to 4.67 for recognizing upper/lowercase letters (4.50), different typefaces (4.67), random naming (4.57), sound matching (4.50), and telling the difference between similar letters like b/d (4.60). Learning New Word Strong vocabulary improvements suggest that students are naming things around them (4.37), employing new words (4.30), following directions (4.37), responding to meaning tests (4.57), and linking pictures to actions (4.57). Understanding what you hear People have good listening abilities, such as remembering information from a tale (4.43), answering wh-questions (4.30), putting events in order (4.27), staying focused (4.20, Agree), and making predictions (4.30). Alignment of the Curriculum Students do very well on standards alignment tests, showing print awareness (4.50), name/word recognition (4.37), directed reading (4.43), rhyming/sounds (4.30), and emergent reading with clues (3.97).Table 6 presents the level of literacy development of kindergarten pupils in terms of letter recognition, vocabulary acquisition, listening comprehension, and alignment with curriculum standards. The overall results indicate a high level of literacy development, as reflected by an aggregate weighted mean of 4.22 (Strongly Agree) and a standard deviation of 0.45, suggesting strong and consistent foundational literacy skills among the pupils.

In the area of letter recognition, pupils demonstrated very strong performance, with weighted means ranging from 4.50 to 4.67. The highest mean was observed in recognizing letters presented in different fonts or styles (WM = 4.67), while other indicators—such as identifying uppercase and lowercase letters, matching letters with sounds, and differentiating visually similar letters—were also rated as strongly evident. These results show that pupils have well-established alphabet knowledge and early phonics skills.

For vocabulary acquisition, all indicators were rated Strongly Agree, with weighted means between 4.30 and 4.57. Pupils showed strong ability in identifying common objects, using newly learned words in conversations, following simple instructions, and associating pictures or actions with correct vocabulary. The highest means in this domain (WM = 4.57) indicate effective word-meaning understanding and usage.

In terms of listening comprehension, pupils generally demonstrated strong listening skills, with weighted means ranging from 4.20 to 4.43. The highest ratings were noted in recalling key details after listening to stories (WM = 4.43). The lowest mean in the entire table was observed in maintaining attention while listening (WM = 4.20, Agree), suggesting that attention span remains a developmental area that may benefit from engaging and interactive instructional strategies.

Regarding alignment with curriculum standards, pupils showed strong emergent literacy skills, including print awareness (WM = 4.50), recognition of familiar words (WM = 4.37), proper print directionality (WM = 4.43), and awareness of rhyming words and beginning sounds (WM = 4.30). Although attempting to read simple words using picture clues and phonics received the lowest mean in this category (WM = 3.97), it was still interpreted as Strongly Agree, indicating emerging readiness for early reading.

Overall, the findings suggest that kindergarten pupils possess strong foundational literacy skills across all domains assessed. The results align with the objectives of the study in evaluating literacy outcomes and imply that instructional approaches—including the integration of educational videos—may effectively support early literacy development. However, areas such as sustained attention and emergent reading skills may require continued instructional reinforcement and developmentally appropriate strategies

Studies on early literacy development in Southeast Asia indicate that kindergarten pupils demonstrate strong readiness in reading and writing, particularly in letter recognition, phonemic awareness, and print familiarity. (Reyes and Tan 2023) found that consistent exposure to letter–sound associations through classroom practice, visual print materials, and guided phonics activities

significantly improves pupils' ability to recognize uppercase and lowercase letters, name letters in random order, and differentiate visually similar pairs such as b and d. Similarly, (Chong and Villanueva 2024) reported that structured early literacy instruction strengthens foundational skills in alphabet knowledge and print awareness, supporting early reading development among kindergarten learners.

Level of the Challenges Teachers Encounter in Integrating Educational Videos into Literacy Instruction

Table 7 presents the level of challenges encountered by teachers in integrating educational videos into literacy instruction. It examines constraints related to technological resources, instructional preparation, classroom management, assessment practices, and professional development, offering a comprehensive view of the factors that may hinder the effective implementation of educational videos in kindergarten literacy classrooms.

Table 7. Level of the Challenges Teachers Encounter in Integrating Educational Videos into Literacy Instruction

S/N	Indicators	WM	Verbal Description
Letter Recognition			
1	Limited availability of reliable technological devices (e.g., TV, projector, laptop) for classroom use.	4.27	Strongly Agree
2	Poor internet connectivity affects the smooth playback of educational videos.	3.63	Agree
3	Insufficient technical skills or confidence in operating multimedia equipment.	3.77	Agree
4	Lack of time to preview, select, and prepare suitable educational videos.	3.63	Agree
5	Difficulty finding age-appropriate and curriculum-aligned video materials for literacy lessons.	4.03	Agree
6	Limited school support or budget for procuring multimedia resources and software.	4.20	Agree
7	Short attention span of pupils when watching longer or repetitive video content.	3.93	Agree
8	Classroom management challenges during or after video viewing sessions.	3.80	Agree
9	Difficulty assessing pupils' learning outcomes after viewing the videos.	4.10	Agree
10	Inadequate professional development or training on effective integration of educational videos in literacy instruction.	4.10	Agree
Aggregate Weighted Mean		**3.95**	**Agree**
Standard Deviation		**0.23**	
Legend: 4.25-5.00-Strongly Agree 3.50-4.24-Agree; 2.75-3.49-Neutral; 2.00-2.74- Disagree; 1.00-1.99-Strongly Disagree			

Table 7 presents the level of challenges teachers encounter in integrating educational videos into literacy instruction. The results indicate that teachers generally agree that they experience notable challenges, as reflected by an aggregate weighted mean of 3.95 and a standard deviation of 0.23, suggesting consistent perceptions among respondents.

The most significant challenge identified is the limited availability of reliable technological devices such as televisions, projectors, and laptops (WM = 4.27, Strongly Agree), which greatly affects the

consistent use of educational videos in literacy lessons. Other technology-related challenges include poor internet connectivity (WM = 3.63) and insufficient technical skills or confidence in using multimedia equipment (WM = 3.77), indicating infrastructural and competency gaps.

Teachers also agreed that instructional preparation constraints pose difficulties, particularly the lack of time to preview, select, and prepare appropriate videos (WM = 3.63) and the difficulty in locating age-appropriate and curriculum- aligned video materials (WM = 4.03). In addition, limited school support or budget for multimedia resources (WM = 4.20) further hampers effective integration.

Classroom-related challenges were likewise evident, including pupils' short attention span during longer or repetitive videos (WM = 3.93), classroom management difficulties during or after viewing (WM = 3.80), and challenges in assessing pupils' learning outcomes after video use (WM = 4.10). Moreover, teachers reported inadequate professional development or training on effective video integration (WM = 4.10), highlighting a need for capacity-building initiatives.

Overall, the findings suggest that while teachers recognize the instructional value of educational videos, technical limitations, time constraints, classroom management concerns, and insufficient training hinder their effective implementation. These results imply the need for improved access to technological resources, strengthened institutional support, and targeted professional development programs to enhance the successful integration of educational videos in kindergarten literacy instruction. Research has identified institutional and resource-related barriers as major challenges to multimedia integration in early childhood education. (Garcia and Lim 2023) emphasized inadequate school support, ongoing budget constraints, and the lack of age-appropriate, curriculum-aligned video resources as significant obstacles to effective implementation. Similarly, (Morales and Nguyen 2024) reported that limited funding, insufficient access to instructional technology, and the scarcity of suitable digital materials hinder teachers' consistent use of educational videos in literacy instruction.

TEST OF THE RELATIONSHIP BETWEEN THE LEVEL OF EDUCATIONAL VIDEO INTEGRATION AND THE LITERACY DEVELOPMENT OF KINDERGARTEN LEARNERS

The study shows how the level of educational videos used in the classroom affected the reading growth of kindergarten students. In particular, it wanted to find out if using educational videos effectively—through classroom activities, guided learning, and instructor support—has a big effect on how well students learn to read and write. The study looked for patterns that showed how using multimedia materials can help students acquire basic reading and writing abilities by looking at the relationship between these variables. The results give us a lot of useful information about how using educational videos in a planned way might improve literacy instruction, increase student interest, and create a more supportive and engaging learning space for young learners.

Table 8. Test of relationship between the Level of Educational Video Integration and the Literacy Development of Kindergarten Pupils

Variables	R-value	Strength of Correlation	p - value	Decision	Remarks
Educational Video Integration & Literacy Development	.717	Strong Positive	.0008	Reject Ho	Significant
*Significant at p<0.05 (two-tailed)					

Table 8 presents the test of relationship between the level of educational video integration and the literacy development of kindergarten pupils. Pearson's product–moment correlation analysis yielded an r-value of .717 with a p-value of

.0008, which is lower than the 0.05 level of significance. This result leads to the rejection of the null hypothesis, indicating a statistically significant relationship between educational video integration and literacy development.

The correlation coefficient (r = .717) signifies a strong positive relationship, suggesting that higher levels of educational video integration are associated with higher levels of literacy development among kindergarten pupils. This implies that increased and effective use of educational videos corresponds with improved performance in letter recognition, vocabulary acquisition, listening comprehension, and alignment with curriculum standards.

Furthermore, the coefficient of determination (r^2 = .514) indicates that approximately 51.4% of the variance in pupils' literacy development can be explained by the level of educational video integration. This finding highlights the substantial contribution of educational videos to literacy outcomes, while acknowledging that other factors may also influence pupil performance.

Overall, the results provide strong empirical evidence that educational video integration is a significant predictor of literacy development in kindergarten pupils. These findings support the study's objective and underscore the importance of addressing the challenges identified in Table 7 through improved technological infrastructure, targeted teacher training, and access to curriculum-aligned video resources to maximize literacy learning outcomes. Researchers and educators have increasingly integrated technology to enhance traditional learning experiences, making early childhood education more comprehensive and interactive. (The Rock Foundation Preschool 2024) highlighted the use of technological tools that promote collaboration, creativity, and communication among young learners. Similarly, (Alonzo and Perez 2025) found that purposeful technology integration, including instructional videos, supports interactive learning environments and positively influences early literacy development, reinforcing the significant relationship between educational video integration and literacy outcomes observed in this study.

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a comprehensive summary of the study, highlighting the research purpose, methodology, and key findings, followed by the conclusions drawn from the analysis of the data and the recommendations intended to inform educational practice and future research.

The study, entitled "The Impact of Educational Videos on Kindergarten Learners' Literacy Performance," examined the effects of structured multimedia integration on the emergent literacy development of kindergarten pupils in Ibo, Lapu-Lapu City, Cebu, during the School Year 2025–2026. Specifically, it explored the extent of educational video integration in literacy instruction, the level of literacy development of the pupils, the challenges encountered by teachers, and the relationship between video integration and literacy outcomes.

SUMMARY

This study examined the impact of educational video integration on the literacy performance of kindergarten pupils. It utilized a descriptive–correlational research design to determine the extent of video integration, pupils' literacy development, challenges encountered by teachers, and the relationship between video use and literacy outcomes. The respondents were kindergarten teachers in Ibo, Lapu-Lapu City, Cebu, during the School Year 2025–2026, selected through total enumeration using quota sampling. Data were collected using a questionnaire adapted from Creswell and Creswell (2018) and analyzed using descriptive statistics (frequency, percentage, weighted mean, and standard deviation) and Pearson's product–moment correlation. Findings revealed high levels of educational video integration, strong literacy development among pupils, and a significant positive relationship between video integration and literacy performance, highlighting the effectiveness of technology-assisted instruction in early literacy education.

FINDINGS

The study revealed that the respondents were predominantly female teachers with adequate teaching experience and appropriate educational qualifications, indicating readiness to implement multimedia-assisted literacy instruction. Findings further showed a high level of educational video integration in literacy teaching, particularly in terms of alignment with learning competencies, frequency of use, and appropriateness of content for kindergarten learners, although teacher-guided interaction during and after video viewing was only moderately practiced. Kindergarten pupils demonstrated a high level of literacy development across letter recognition, vocabulary acquisition, listening comprehension, and alignment with curriculum standards. Teachers also agreed that they encountered challenges in integrating educational videos, notably limited technological resources, budget constraints, internet connectivity issues, insufficient preparation time, and lack of professional training. Finally, a strong positive and statistically significant relationship was found between the level of educational video integration and the literacy development of kindergarten learners, confirming that effective use of educational videos contributes to improved literacy outcomes

CONCLUSION

Based on the findings of the study, it is concluded that the integration of educational videos in literacy instruction has a positive and significant effect on the literacy development of kindergarten learners. Teachers effectively utilized visual and technology-based instructional strategies to support early literacy learning. Despite challenges such as limited internet connectivity and availability of technological resources, educational videos contributed to improvements in pupils' reading and writing skills. The results further indicate that the use of varied multimedia teaching tools enhances literacy development, underscoring the value of technology-assisted instruction in early childhood education.

RECOMMENDATION

Based on the findings and conclusions of the study, it is recommended that the proposed action plan be adopted and implemented as part of the school's literacy skills enhancement and multimedia-based literacy programs. The action plan may be implemented in phases, beginning with raising awareness of the importance of early literacy development among kindergarten learners, followed by strengthening teachers' competencies in integrating multimedia resources into literacy instruction. Schools are also encouraged to provide continuous professional development, adequate technological resources, and institutional support to ensure effective implementation. Furthermore, active collaboration between teachers and parents is recommended to promote consistent literacy support at school and at home, thereby enhancing the literacy skills of preschool learners.

Chapter 4 OUTPUT OF THE STUDY

Rationale:

It is very important for young students to learn how to read and write since it will help them do well in school later on. Kindergarten kids get better at reading and writing when they do fun, age-appropriate activities that help them learn about phonemes, build their vocabulary, and start to understand what they read. These activities not only make learning fun, but they also help kids learn how to read and write, which will help them do better in school as they get older.

As technology has advanced, educational videos have become a very useful tool for teaching reading and writing. These films use both sound and sight to provide kids several hints that help them learn, remember, and connect sounds, letters, and words. Research has consistently demonstrated that multimedia-based interventions enhance learners' attention, motivation, and overall reading performance, rendering classes more interactive, dynamic, and engaging. Students who use these kinds of multimedia tools are more likely to participate in class, follow directions, and feel more sure of their reading and writing skills.

Even though there are evident benefits to using educational movies, many early childhood programs don't have a clear and organized way to use multimedia in literacy training. Teachers often have trouble picking the right videos, making sure they fit with the curriculum, and coming up with activities that help students learn the most. To fill this gap, this study created a Literacy Skills Enhancement Plan and a Multimedia-Based Literacy Skills Enhancement Plan. These plans give teachers clear, step-by-step instructions on how to use video-based learning in their lessons. The strategies attempt to get students more involved, meet their diverse learning styles, and improve their reading and writing skills in a way that can be measured

Teachers can use these organized plans to teach lessons that are not only educationally sound, but also participatory, motivating, and appropriate for the child's stage of development. The plans also make it possible to use technology in everyday education, making sure that young students are in a literacy-rich setting that helps them learn and love reading and writing.

Objective:

We propose a strategic action plan to enhance kindergarten learners' literacy skills through educational videos, promoting effective teaching strategies, school involvement, home support, and communication with educators. This plan will encourage a collaborative approach between parents and educators, ensuring that children receive a consistent and nurturing environment that reinforces the literacy skills enhanced using educational videos.

Implementation Scheme:

Phase 1: Getting Ready and Getting Used to It (Months 1–2)

Teachers, students, and multimedia resources will be prepared, including orientation for teachers on using educational videos, selection of appropriate video materials, setup of classroom equipment, and informing parents about the multimedia-based literacy program.

Phase 2: Teaching Literacy with Multimedia (Months 3–6)

Structured multimedia lessons will be implemented, including daily phonics videos, weekly video-based storytelling and comprehension activities, animated vocabulary lessons, small-group multimedia centers, and interactive literacy songs and chants.

Phase 3: Reinforcement and Learner Engagement (Months 7–9)

Learners' mastery will be strengthened through interactive literacy games, video-guided reading sessions, small-group and independent tablet activities, and encouragement for at-home video practice.

Phase 4: Evaluation and Improvement (Month 10 onward)

The effectiveness of multimedia-based literacy instruction will be assessed through post-tests, feedback from teachers, parents, and learners, and analysis of strengths and areas for improvement to refine the program.

ACTION PLAN

Area	Objective	Strategies	Time Frame	Expected Outcome	Area	Objective	Strategies	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Phonics	Improve letter-sound recognition	Alphabet drills, video- based phonics lessons, blending activities	Months 1–3	Enhanced letter-sound knowledge	Phonics	Improve letter-sound recognition	Alphabet drills, video-based phonics lessons, blending activities	June–August 2025	Enhanced letter- sound knowledge		
Vocabulary	Strengthen word usage	Vocabulary videos, object labeling, word-of-the- day	Months 2–5	Increased vocabular y skills	Vocabulary	Strengthen word usage	Vocabulary videos, object labeling, word- of-the-day	July–October 2025	Increased vocabulary skills		
Reading Comprehension	Enhance understanding	Video storytelling, Q&A, sequencing tasks	Months 3–6	Confident responses to comprehension tasks	Reading Comprehension	Enhance understanding	Video storytelling, Q&A, sequencing tasks	August–November 2025	Confident responses to comprehension tasks		
Writing	Develop writing readiness	Tracing sheets, video-guided	Months 4–7	Improved handwriting and	Writing	Develop writing readiness	Tracing sheets, video-guided writing practice	September – December 2025	Improved handwritten		

		writing practice		fine motor skills					g and fine motor skills
Multimedia Integration	Provide effective content	Selection of phonics, storytelling, songs, and vocabulary videos	Month 1	Prepared and suitable multimedia materials	Multimedia Integration	Provide effective content	Selection of phonics, storytelling, songs, and vocabulary videos	June 2025	Prepared and suitable multimedia materials
Learning Centers	Support independent learning	Tablets/TV for small-group sessions	Months 3–7	Higher engagement during centers	Learning Centers	Support independent learning	Tablets/TV for small-group sessions	August–December 2025	Higher engagement during centers
Interactive Activities	Promote participation	Literacy songs, animated lessons, interactive videos	Months 1–6	Active learner engagement	Interactive Activities	Promote participation	Literacy songs, animated lessons, interactive videos	June–November 2025	Active learner engagement
Monitoring & Evaluation	Track progress	Pre/post- tests, evaluation forms, feedback	Month 10 onward	Measurable improvement in literacy skills	Monitoring & Evaluation	Track progress	Pre/post-tests, evaluation forms, feedback	December 2025 onward	Measurable improvement in literacy skills

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